**Practical Teaching Experience**

**Lesson Planning Document**

This document is to be completed and submitted in the Digital Dropbox **before** you are scheduled to teach your lesson.

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| Matthew O’Connor |
| Biological Science |
| 9-12 |
| Biological Food Chain |
| The student will investigate the interdependence of diverse living organisms and their interactions with the components of the biosphere. |
| The student will analyze the relationships between biotic diversity and abiotic factors in environments and the resulting influence on ecosystems. |
| -Understand that the Internet offers access to multiple digital communities with differing guidelines  -Communicate independently, with various audiences, using different media formats |
| * PowerPoint, Internet, Projector and Smart board |
| * How to access the internet and web search efficiently * Being able to open word documents and create diagrams |
| -PowerPoint will have my lesson and will be the tool for my students comprehension of the topic  -I will being using the Website YouTube to show a clip that coincide with the subject  -I will use the smart board to navigate through my lesson. |
| -Constructivism  -I will be getting student interested in the topic by showing media formation of the subject and asking students of their personal understanding of the subject. |
| * Which is an abiotic factor?   A. Humans  B. Water  C. Flowers  D. Trees   * What type of predator are Homo Sapiens?   A. Producer  B. Carnivore  C. Herbivore  D. Omnivore  If all plants (producers) were to go extinct what would happen to the rest of the organism? |
| Auditory and visual leaner will learn through the media usage. Kinesthetic learner will learn through the small divided groups of producers, herbivores, omnivores, and carnivores. |
| I will be asking a few questions on the PowerPoint. I have also included a helpful website for further understanding of the subject. |
| Ask questions that I have provided and answer any questions students have about the subject. |
| The websites that I have provided various ways for learner to understand the subject matter and get students to interact with the subject matter. |

**Definition of Terms**

*Differentiating Instruction:* To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. <http://www.cast.org/publications/ncac/ncac_diffinstruc.html>

*Formative Assessment*: Measurements which allow one to determine the degree to which students know or are able to do a given learning task, and which identifies the part of the task that the student does not know or is unable to do. Outcomes suggest future steps for teaching and learning.

[www.journeytoexcellence.org/practice/assessment/glossary.phtml](http://www.google.com/url?sa=X&start=0&oi=define&q=http://www.journeytoexcellence.org/practice/assessment/glossary.phtml)

*Maryland Voluntary State Curriculum*: The Voluntary State Curriculum defines what students should know and be able to do at each grade level Pre-K through 8 in four content areas: Mathematics, Reading/English Language Arts, Science, and Social Studies. It also defines what students should know and be able to do in 10th grade Reading. <http://mdk12.org/mspp/vsc/index.html>